

# INTO FOCUS A2

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Students' Book

# FOCUS ON COMPETENCES

## A POSTER ON SUSTAINABLE TOURISM

### This Project will allow you to

- exploit the language skills you've learned
- develop your planning skills
- work collaboratively in groups
- develop your communication skills and creative thinking skills

In 2015 governments adopted the 2030 Agenda for Sustainable Development, along with the Sustainable Development Goals (SDGs). The agenda contains an ambitious set of 17 Sustainable Development Goals, each with their associated targets.

Tourism can potentially contribute to all of the goals. In particular, it has been included as targets in Goals 8, 12, 14 and 15 on inclusive and sustainable economic growth, sustainable consumption and production (SCP) and the sustainable use of oceans and marine resources, respectively.



A poster is a sign posted in a public place as an advertisement. It is a static, visual medium you use to communicate ideas and messages. You will now design, write and produce a poster to sensitize teenagers to one of the GLOBAL GOALS centred on sustainable tourism.

A good way to make a successful poster is to follow these steps:

**STEP 1** Working with your group, brainstorm on the following points:

- the target you are going to promote
- the possible audience(s) for your poster
- the purpose for your poster, i.e. what aspects you want to underline of the target you have chosen
- the message you want to convey

**STEP 2** Fill in a planning worksheet with the decision you have taken and use it as a guideline:

1. global goal nr .... target: ...
2. audience: ...
3. purpose of the poster: ...
4. message to give: ...

**STEP 3** Find pictures which might be included in the poster.

**STEP 4** Choose the information you want to put on the poster. Limit your poster's content to a few main ideas.

**STEP 5** Make a rough draft/print of your poster and, in group, discuss the following:

What are the main colours used in the poster? What is represented in the poster?

What is the poster's purpose?

What symbols (if any) are used in the poster? Describe the symbols and their meanings.

Are the messages in the poster primarily visual, verbal, or both? Explain.

Who do you think is the intended audience for the poster?

Is this a successful poster? Why or why not?

**Sketch your poster below. Use the following questions as guidelines and pay attention to the layout.**

### Image

What image will you use? Describe here and explain **why** you think this is a good choice.

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### Text

Write (and rewrite!) the text you will include in your poster here:

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### Font and Style

What fonts are you using? Why are some words larger than others? Explain your choices here.

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**Make any relevant changes and print out the final version of your poster.**

## FOCUS ON CREATIVE THINKING

Creative thinking is the generation of new ideas within or across domains of knowledge. Creative thinking implies:

- the use of a wide range of idea creation techniques (such as brainstorming),
- the ability to come up with new and original ideas,
- the skill to elaborate, refine, analyse and evaluate ideas in order to improve and maximize creative efforts.

## MAKING A POSTER

What makes a good travel poster?

- **Original:** Something eye-catching that makes you stop and read it (colour, pictures, drawings, unusual shape, etc.)
- **Colourful:** Use colour for emphasis, variety, and to get and hold attention. But do not use too many colours.
- **Readable:** Keep the lettering simple. Use no more than three different font sizes. The smallest font should be large enough to be read easily from a distance of 1 m to 1.5 m (24-point text usually works well).
- **Accurate:** Spelling and all information should be correct.
- **Action:** The poster tells the viewer to do something and makes him/her want to do it.

**Look at the sample carefully, then prepare a poster of a travel destination of your own choice.**

## SAMPLE

Imagine you are preparing a poster on Global Goal #15. Here are just a few hints on how to make it.

### Key message

The first objective of the poster is to make people aware of the content of Global Goal #15.

**GLOBAL GOAL #15** LIFE ON LAND

**How tourism can contribute to the Sustainable Development Goals (SDGs)**

The image in the background: a colorful image of an endangered species.

The message is simple. The fonts used are readable also from a distance. The key-words are highlighted.

**Sustainable tourism can play a major role, not only in CONSERVING AND PRESERVING BIODIVERSITY, but also in RESPECTING ECOSYSTEMS.**

PROTECT, RESTORE AND PROMOTE SUSTAINABLE USE OF TERRESTRIAL ECOSYSTEMS, SUSTAINABLY MANAGE FORESTS, COMBAT DESERTIFICATION, AND HALT AND REVERSE LAND DEGRADATION AND HALT BIODIVERSITY LOSS

# Future of skills

## EMPLOYMENT in 2030

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### GLOSSARY

- 1 income: reddito.
- 2 employment: occupazione.
- 3 in demand: richiesti.
- 4 beyond: oltre.
- 5 mega trends: tendenze principali.
- 6 sustainability: sostenibilità.
- 7 drive: influenzare.
- 8 findings: conclusioni.
- 9 shrink: diminuire.
- 10 healthcare: assistenza sanitaria.
- 11 prospect: prospettiva.
- 12 workforce: forza lavoro.
- 13 re-designed: riprogettate.

Jobs are very important in our economic and social lives: they give people meaning, self-respect, income<sup>1</sup> and the chance to contribute to society.

But how do you imagine employment<sup>2</sup> in the future?

5 According to the recent research 'Future of Skills - Employment in 2030' many jobs we have today will still be in demand<sup>3</sup> in 2030 and beyond<sup>4</sup>. However, the job you are thinking of today may require different skills for success tomorrow.

There are seven mega trends<sup>5</sup> that can impact on the jobs of the future. They are: demographic change, political uncertainty, globalisation, income inequality, environmental sustainability<sup>6</sup>, urbanisation and technology.

10 Apart from making predictions about future changes in occupational demand, it is also important to know the skills that are predicted to drive<sup>7</sup> demand for the future.

### The top 5 skills, abilities and knowledge associated with rising occupations

- 1 Problem Solving and Decision Making
- 2 Fluency of Ideas
- 3 Active Learning
- 4 Learning Strategies
- 5 Originality

The most important research findings<sup>8</sup> are:

- Only one in five workers are in occupations that can shrink<sup>9</sup>.
- 15 • One in ten workers are in jobs now that are likely to grow. These jobs are in sectors such as education and healthcare<sup>10</sup>. As trends such as demographic change raise demand for services, the prospect<sup>11</sup> for employment is also likely to rise.
- Seven in ten workers are in jobs with great uncertainty about the future but we can do a lot to help people prepare for the future. We should especially educate young people in the knowledge areas, skills, and abilities that can be in great demand in the future.
- 20 • Both knowledge and skills are important for the future economy and workforce<sup>12</sup>. There is particularly strong emphasis on interpersonal skills, cognitive skills such as problem solving, originality, fluency of ideas, and active learning.
- Occupations can be re-designed<sup>13</sup> to combine human skills and technological progress. For example, robots can become able to build bridges and diagnose diseases. But humans
- 25 always have the unique ability to engineer a bridge and care for a sick child. The challenge is to balance those skills with technology progress.

### The top 5 occupations predicted to experience increased demand through 2030

UK	USA
1 Food Preparation and Hospitality Trades	1 Preschool, Primary, Secondary and Special Education School Teachers
2 Teaching and Educational Professionals	2 Animal Care and Service Workers
3 Sports and Fitness Occupations	3 Lawyers, Judges and Related Workers
4 Natural and Social Science Professionals	4 Postsecondary Teachers
5 Managers and Proprietors in Hospitality and Leisure Services	5 Engineers



**1 LEAD IN** Discuss the following questions in pairs or small groups.

- How old are you today? And in 2030?
- What is the job of your dreams?
- What skills do you think you need for that job?

**2** **159** Read and listen to the text about 'Employment in 2030' and find the words which correspond to the following definitions.

- 1 The process of making something operate in lots of different countries.
- 2 Relating to work.
- 3 All the people who are able to work and want jobs in a country or area.
- 4 Skills relating to relationships between people.
- 5 Skills related to the process of knowing, understanding, and learning something.
- 6 To design and plan the building of roads, bridges, machines.

**3** **TOWARDS INVALSI** Read the text again and choose the correct options.

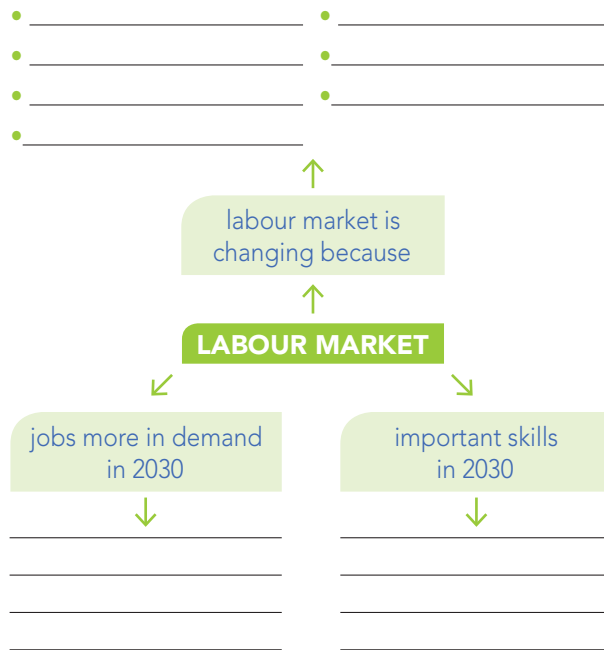
- 1 Most of the jobs we do today
  - A are likely to disappear by 2030.
  - B can still exist in the future.
  - C cannot change before 2030.
- 2 To explain how employment can be different in the future
  - A experts are studying the impact of some big factors on jobs.
  - B a list of essential skills is requested.
  - C the text describes how technology is changing the world today.
- 3 The findings show that some jobs
  - A do not have enough workforce.
  - B do not yet exist.
  - C can have a reduced workforce in the future.
- 4 It is important to know what skills are in demand to
  - A prepare the students of today for the labour market of tomorrow.
  - B make the right investments in education.
  - C face the impact that technology can have on employment.
- 5 According to the text, technology is progressing so much that
  - A we can't do anything to deal with it.
  - B it is likely to replace humans in lots of occupations.
  - C it is important to find a way to combine it with human skills.

**4** **160** **TOWARDS INVALSI** These are the top five skills associated with rising occupations. Listen to the text and match each heading (1–5) with the suitable definition (A–E).

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|--------------------------------|--------------------------|-----------------------|--------------------------|
| 1 Judgment and Decision Making | <input type="checkbox"/> | 3 Active Learning     | <input type="checkbox"/> |
| 2 Fluency of Ideas             | <input type="checkbox"/> | 4 Learning Strategies | <input type="checkbox"/> |
|                                |                          | 5 Originality         | <input type="checkbox"/> |

**FOCUS ON COMMUNICATING**

**5** Consider the text again and mind map it.



**MINDMAPPING**

Mind mapping is a graphic technique you can use to translate what's in a text into a visual picture.

Steps towards efficient mind mapping:

1. you need to identify and place the central topic at the centre of your mind map
2. the main themes of the central topic radiates from the central image
3. the 2nd level topics look like the branches of your mind map. These branches form a connected structure.

**FOCUS ON COMPETENCES**

**6** Think of the job of your dreams. What skills, knowledge and abilities do you think you need so as to be able to do that job. Present your findings to the class, considering the following points.

*The job of my dream is ...*

*In order to be able to do that job*

- I need to develop the following knowledge: ...
- I should have these skills: ...